

In response to the need for a systematic planning and evaluation process for partnership activities, The Greater Yakima Chamber of Commerce, Yakima Valley Tech Prep Consortium, and the School-to-Careers Partnership Committee have produced the following partnership publication. We encourage you to utilize this guide not only to plan your activities, but also to document progress as related to school improvement goals. What follows is a description of the simple step-by-step process, a sample partnership plan, and special notes for your information.

The Chamber will help match schools and businesses for partnership endeavors. Selection may be based on the following:

- ◆ School improvement needs
- ◆ Available resources
- ◆ Grade-level interest of business (elementary, middle, junior high, senior high)
- ◆ Location of school in relationship to business (travel time)
- ◆ Preferences of participating employees

The Chamber will arrange the initial meeting. The meeting may involve these personnel:

- ◆ Principal and selected representatives
- ◆ Key business executives and members of the company's education team
- ◆ The Chamber's Education Partnership Coordinator

Based on the school improvement plan and available business resources, the business and school will select target objectives to be impacted by the partnership. Target objectives will be listed in the Partnership Plan provided by the Chamber. (Note the illustration at the bottom of the next page.)

Once the objectives have been decided, partners must determine activities for achieving those objectives and the persons to be responsible for specific tasks. The Partnership Plan should clearly state dates and frequencies of activities and resources to be provided. Activities should be focused, measurable and appropriate:

- ◆ Focus. Be clearly focused on desired results.
- ◆ Measurable. Performance must be measurable.
- ◆ Appropriate. Consider the following: What objectives do we specifically want to achieve?
- ◆ Do the activities address the targeted objectives?

1.

Contact the Chamber

2.

Meet with Potential Partner

3.

Target Objectives

4.

List Activities or Strategies
5.

Identify Benchmarks

6.

Determine Results/Evaluation

7.

Record Quantitative Information

The benchmarks will be used to measure the success of activities in meeting targeted objectives. Benchmarks might be attendance figures, number of participants, test scores, etc. Establish a baseline or starting point to document progress. For example, if your goal is to increase math scores by 25 percent, progress may be measured by scores on the end-of-course test in math. To evaluate progress, first determine last year's end-of-course math scores. This figure will be the baseline for measuring progress. If data is not available, use this year's scores as next year's baseline.

All measurable objectives should be evaluated using the benchmarks listed. Please determine when the evaluation will occur and who will be responsible. Evaluation should present evidence that partnership activities, relative to the objectives, result in substantial progress for the targeted population. If the evaluation does not show substantial results, a discussion session should be arranged to consider necessary changes in the activities. Partnership discussion may focus on the relationship of benchmarks to the objectives, the scope of the objective in the allotted time frame, and the availability of resources (time, number of people, cost). Discussion will provide necessary feedback and assessment to evaluate the current year's activities and plan for the following year.

In addition to evaluation based on the targeted objectives, record and report information about the partnership activities for an annual report to the Chamber. Include the following:

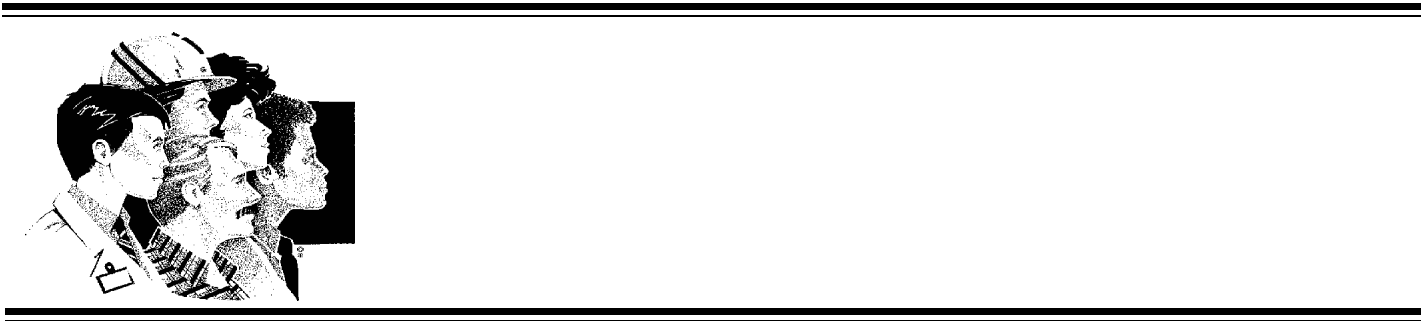
- ◆ Number of volunteers who participated
- ◆ Number of volunteer hours
- ◆ Contributions (in-kind or cash)

The Partnership Plan will be documented on forms provided by the Chamber. A sample form is shown below.

School's target objectives to be reinforced by the partner	Activities of business partner to help school achieve target objective(s)	Person(s) responsible for activities and when?	Benchmarks to evaluate the partner's assistance	Evaluation results	Comments/Future Direction
- Students in grade 4 will increase math scores 15 points.	Provide 10 volunteers each Wednesday to tutor up to 20 students in math during after-school tutoring program.	Jake Smith (B&E) recruit 10 volunteers by August 15.	Monthly math test results	End of the year test results	SAMPLE
	Provide juice and snacks for students in Wednesday tutoring program.	Jane Brown, teacher, identifies students and arranges with parents/guardians by September 15.	Average number of students tutored monthly		
	Provide instructional games/material to supplement textbooks for Wednesday tutorial.	Jane Brown and Bill Rhoads meet with volunteers on September 15.	Average number of volunteer tutoring monthly		
	Provide monthly incentives for 5 most improved students and end of semester awards for all "C" and above students in the tutorial program.	\$300 by September 15 from B&E Cafeteria Manager to purchase incentives.			
		Jane Brown and Jack Smith to set up \$500 by September 15 from B&E.			

# 1





STEP ONE: CONTACT THE CHAMBER'S INITIATIVES 2000 EDUCATION PARTNERSHIP COORDINATOR

2

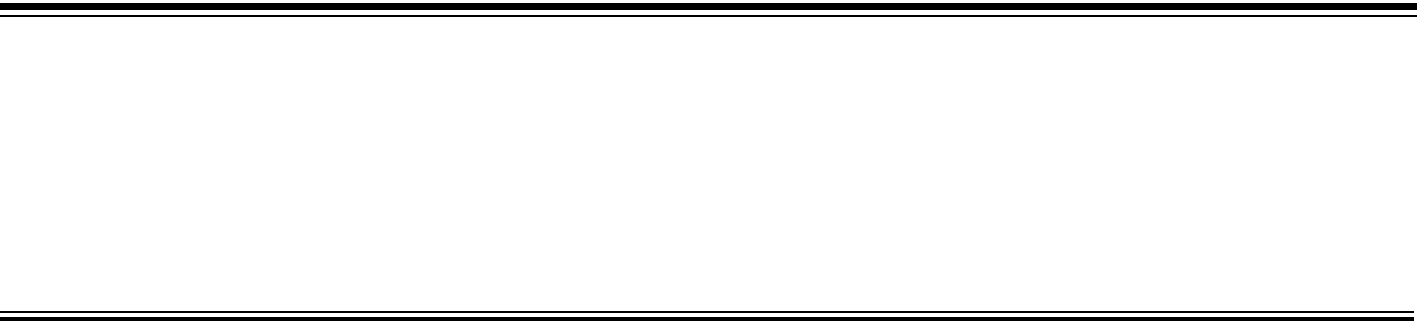
STEP TWO: MEET WITH THE POTENTIAL PARTNER

3

STEP THREE: TARGET OBJECTIVES

4

STEP FOUR: LIST ACTIVITIES OR STRATEGIES



5

STEP FIVE: IDENTIFY BENCHMARKS

6

STEP SIX: DETERMINE RESULTS AND EVALUATION

7

STEP SEVEN: RECORD QUANTITATIVE INFORMATION

THE PARTNERSHIP PLAN:

Objective 22					